



THE UNIVERSITY OF  
**SYDNEY**



**Parenting Research Centre**  
*raising children well*

**Institute of Open Adoption Studies**

# **Evidence Review of Permanency Practices**

In partnership with Parenting Research Centre

Betty Luu, Amy Conley Wright, & Susan Collings



## Table of Contents

Table of Contents.....	2
Permanency Practices Review .....	3
Project overview (practice frameworks for PSP).....	3
Aim of the review .....	3
PICOS statement .....	3
Research Question .....	4
Search Strategy.....	4
Inclusion criteria .....	5
Exclusion criteria .....	5
Screening .....	6
Figure 1. PRISMA chart.....	6
Explanation of tables used for data extraction.....	7
Key Program and Practice Outcomes Identified.....	8
Table A. Identified practices mapped to outcomes (where possible). .....	9
Table B. Identified programs (with practices) mapped to outcomes.....	21
Table C. Identified programs (with practices) mapped to level of evidence .....	29
Programs and practices across the permanency types .....	32
Figure 2. Program across permanency types .....	32
Figure 3. Practices across permanency types .....	33
References .....	34

## Permanency Practices Review

### Project overview (practice frameworks for PSP)

Family and Community Services (FACS) has approached the Institute of Open Adoption Studies (IOAS) and the Parenting Research Centre (PRC) to review, design, implement, trial and evaluate of a practice framework for permanency support. FACS would like to ensure that the Permanency Support Program (PSP) is evidence-informed with specified approaches, techniques and strategies for parents and carers working towards permanency, operationalised at a behavioural level in funded services. The proposed framework proposed will make explicit the connection between activities—including essential quality and timing features of those activities—and the permanency results that services are aiming to achieve. The permanency practice framework will be developed drawing on approaches to permanency that are based on the best available evidence.

This project is specifically about practices and approaches for supporting parents and carers to have the required parenting supports, skills and confidence to be able to offer and sustain a permanent home to children through restoration, guardianship or open adoption. This review developed by IOAS examines practices that build the capacity of the adults who care for children in order to promote children’s development, wellbeing and safety. PRC will use the review findings to inform the development of the practice frameworks with chosen sites, drawing on the evidence when exploring each chosen sites’ outcomes and existing practices.

The practice frameworks will focus primarily on the time that caseworkers spend with parents and carers through weekly, fortnightly, or monthly visits.

### Aim of the review

This review involved searching published and grey literature for practices undertaken by caseworkers to help parents and carers develop the skills and confidence to support permanency for children and young people through restoration, guardianship or adoption.

### PICOS statement

Population	Parents and carers of children and young people (0-18 years) in out-of-home, who are either in a permanent placement for restoration, guardianship or adoption (or moving towards). <ul style="list-style-type: none"> <li>• <i>Parents and carers</i> include foster carers, Kinship carers, adoptive parents, guardians, birth parents and relatives</li> </ul>
Intervention	Practices: Discreet, concrete, observable techniques and strategies that a worker can implement with the parent or carer with the intention of achieving a specific permanency goal for the child.
Comparison	Studies with and without comparison groups are in scope. Any form of comparison condition is suitable for inclusion.
Outcomes	Permanency outcomes that focus on stability, security and safety. Children are, first and foremost, protected from abuse and neglect ( <i>safety</i> ; Saunders et al., 2008). Making long-term care arrangements for children with families that can offer lifetime relationships and a sense of belonging ( <i>security</i> ; Tilbury & Osmond, 2006); establish

	continuity or <i>stability</i> of care, where the carer and the care arrangements remain unchanging over an extended period.
Study design	Meta-analysis, systematic review, randomised controlled trial, research studies or articles, research report or other grey literature. Data collection methods can be qualitative, quantitative or mixed-methods, including assessment, surveys, interviews, case studies, focus groups, or observational studies.

### Research Question

What are existing practices to help parents and carers develop the skills and confidence to support permanency for children and young people in restoration, guardianship or adoption?

### Search Strategy

**Electronic bibliographic databases.** To limit results, keyword searches were restricted to Abstract (AB), Title (TI) and Subject Headings (SU) where possible. Search terms were tailored for the requirements of each electronic bibliographic database. The following databases were searched: Social Services Abstract, Sociological Abstracts, PSYCINFO, MEDLINE, CINAHL, Cochrane Library, Campbell Collaboration Online library, University of Sydney Library online catalogue

*Search terms:* (permanency OR permanence) AND (reunification OR restoration OR adoption OR guardianship) AND (plan\* OR program\* OR practice\* OR approach\* OR framework\* OR guide\* OR model\*)

**Websites of Australian and international organisations and government.** Search for grey literature was carried out. This involved manual browsing of content as well as keyword searches (e.g., “permanency”, “permanency practices”, “permanency planning”). The search terms used for each website varied according to each website’s search system.

#### Websites from Australia

Australian Government, [www.australia.gov.au](http://www.australia.gov.au)

Australian Institute of Family Studies, AIFS, <https://aifs.gov.au/>

Australian Institute of Health and Welfare, AIHW, <https://www.aihw.gov.au/>

Australian Research Alliance for Children and Youth, ARACY, <https://www.aracy.org.au/>

Parenting Research Centre, PRC, <https://www.parentingrc.org.au/>

Sax Institute, <https://www.saxinstitute.org.au/>

#### Websites from New Zealand

New Zealand Government, <http://newzealand.govt.nz/search>

Oranga Tamiriki Ministry for Children <https://www.orangatamariki.govt.nz/>

#### Websites from the United Kingdom

U.K. Government (this site includes The Scottish Government, Department of Justice Northern Ireland, Department of Education Northern Ireland, North Ireland Government Services and the Department of Health, Social Services and Public Safety), [www.gov.uk/](http://www.gov.uk/)

Works for Children’s Social Care, <https://whatworks-csc.org.uk/>

*Websites from the United States*

Child Welfare Information Gateway, <https://www.childwelfare.gov/>

California Evidence-Based Clearinghouse for Child Welfare, <https://www.cebc4cw.org/>

Child Welfare Services, <https://www.acf.hhs.gov/cb/focus-areas/child-welfare-services>

*Websites from Canada*

Government of Canada (publications only), <https://www.canada.ca/en.html>

Canadian Child Welfare Research Portal, <https://cwrp.ca/>

*International Organisations*

World Health Organization, <https://www.who.int/>

Google Scholar, <https://scholar.google.com/>

**Hand searching.** Citations of studies identified during data extraction were also examined for further relevant references.

**Inclusion criteria**

- Published in English from the year 2000 (period of practice shift).
- Documents need to have a central focus on practices undertaken by caseworkers to build the capacity of parents and carers to promote safety, stability and security of a permanency placement for a child in out-of-home-care or statutory care (i.e., open adoption, guardianship, restoration)
- Includes Australian and international published and unpublished documents, including practice and legislative frameworks, policies, policy comparisons and analyses, practice guides, and reviews. These documents do not have to include evaluations. There are no restrictions on study design for documents reporting research. Only documents available online are included.

**Exclusion criteria**

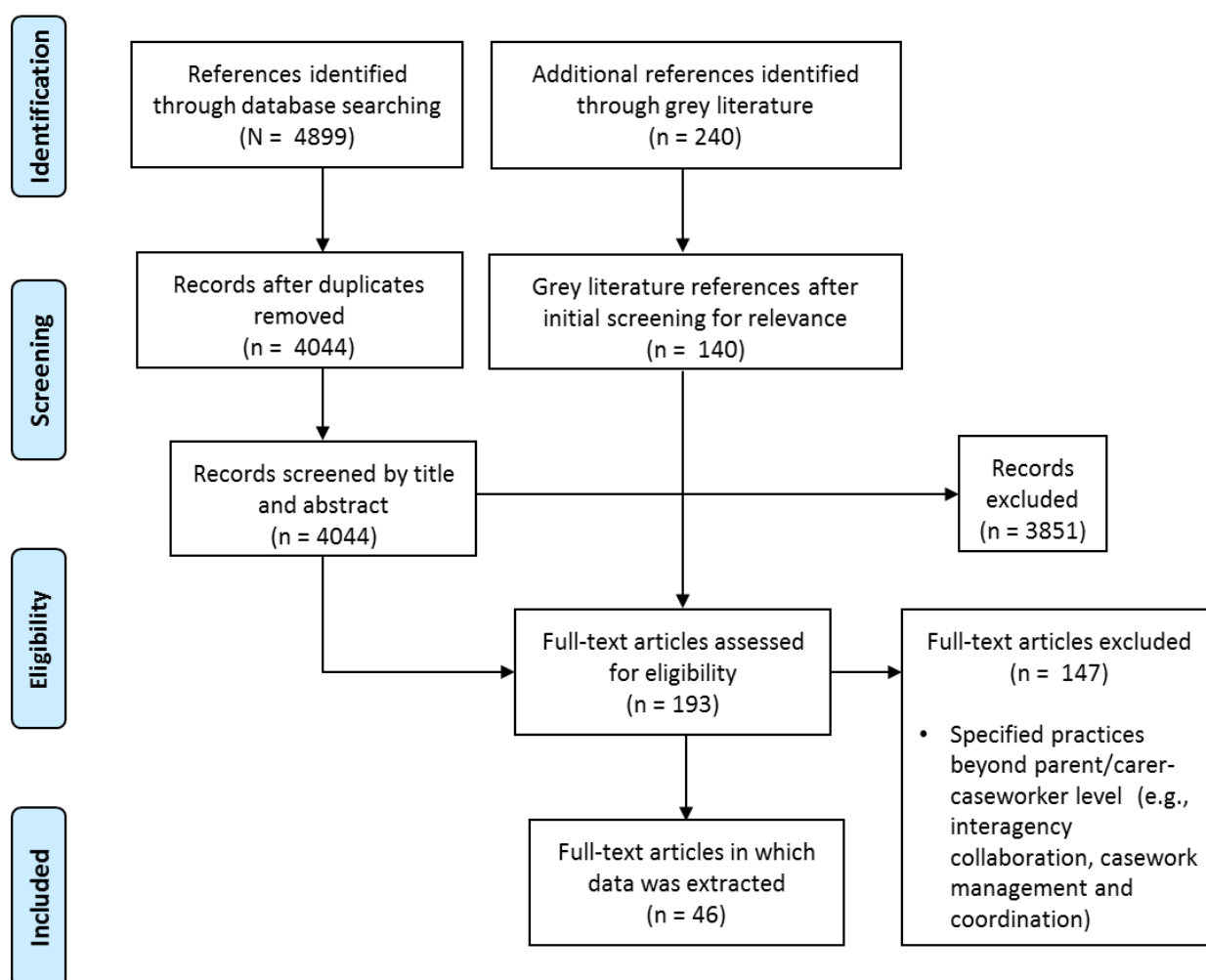
- Documents which have only minimal or incidental content on permanency practices suggested for promoting safety, stability and security of a placement for a child in out-of-home-care or statutory care. References limited to case management, case coordination, wider interagency collaboration and responsibilities and carer recruitment, are also out of scope.
- For the purposes of this review, programs or approaches that are already in place in the Permanency Support Program (PSP) are also out of scope (e.g., Family Group Conferencing, Family Finding).
- Practices limited to long-term foster care; or limited to family preservation and/or prevention of child maltreatment and other programs for children who do not have statutory involvement; or practices tailored only for children identified as potentially at risk for out-of-home under statutory intervention
- Books, thesis, conference presentations, and book chapters

## Screening

**Abstract screening.** The three-person team was briefed to screen abstracts to identify papers that met criteria. During this abstract screening phase, references were sorted into one of three groups by reading the title and abstracts: *relevant*, *maybe relevant*, *not relevant*. The full-text of grey literature references categorised as *maybe* were further reviewed by two team members (the first and second author) to determine inclusion.

**Data extraction.** PDFs containing the full-text of references sourced via electronic databases were located. Data extraction of key information from each reference was collated in Tables A and B. During data extraction, references were also excluded when it was found that the full-text did not meet inclusion criteria.

**Figure 1. PRISMA chart**



## Explanation of tables used for data extraction

**Table A References** provides a summary of the references included in this review.

Reference	Practice Approach	Permanency type	Targeted group	Country	Study aims	Method	Sample size and type	Main findings
Citation <name et al., year>	Program/Practice name (if applicable)  Short blurb or summary of program or practice	What permanency pathway is this practice applicable for?	What group does this practice target? (include children's ages where possible)	Where the paper originates from	What is the aim of the study/paper?	Summary of the method used in the study/paper? (if applicable)	Summary of sample size and characteristics of sample (if applicable)	Summary of the main findings of the study/paper

**Table B Permanency Practices** provides a summary of the specific practices mentioned in the references

Methods of practice	Intended goal/outcome	When is the practice implemented?	Mode and nature of delivery	Strengths	Limitations	Relevant references
Name of practice plus a short blurb or summary about the practice  <i>Note: A program may have multiple practices; each practice should be on a new row</i>	Summary of what the practice aims to achieve; intended outcomes	Pre-, during, post-placement?	Who delivers the practice? Is it face-to-face? Duration	List strengths of the practices (based on the reference or study findings)	List limitations of the practices (based on the reference or study findings)	Based off the # column in Table A  <i>Note: Possible that the same practices appear in multiple references</i>

## Key Program and Practice Outcomes Identified

Mapping of key outcomes of programs/practices was undertaken through inductive coding of the intended goals or outcomes described for each program/practice. These categories were also further refined through discussions between collaborators at PRC and IOAS. It is important to note that the goals and outcomes were ascertained from explicit descriptions available in the full-text articles identified for this review. Hence, not all programs or practices have been fully mapped due to a lack of limited information in full-texts. Particularly in the case for practices, further details are likely to be available in training manuals and sessions.

- **Building parenting ability:** A category of approaches related to building the parenting skills of parents and carers.
  - **Skills and knowledge (SK):** developing understanding of child development and repertoire of discrete and practical parenting techniques
  - **Capacity (CAP):** building parent/carer readiness or motivation to change parenting practices
  - **Confidence (CON):** practices to build parent or carer competence and self-efficacy in parenting
  - **Responsiveness (RES):** practices to alter parent or carer responses to children's (problem) behaviours; increasing warmth and sensitivity; reducing hostility
  - **Insight and self-awareness (INS):** improving parent/carer ability to reflect on how their own behaviours can affect their interactions with children
  - **Address parental trauma (TRA):** practices to confront or address maladaptive interaction styles that are often a result of parents' early childhood environments
- **Collaborative planning approaches (CP):** Practices undertaken with parents and/or carers that involves them in decision making and supporting intentions to achieve specific permanency goals for the child
- **Parent engagement and navigation (ENG):** Practices undertaken with parents and/or carers that engage them in permanency planning, allow them to develop awareness of issues that may have caused child protection involvement and provide clarity about how to address case plan goal for restoration, guardianship or adoption.
- **Strengthening parent and carer relationships (PCR):** Practice undertaken to improve communication and interactions between parents and carers
- **Strengthening parent/carer and child relationships (PChR):** Practice undertaken to improve communication and interactions between parents/carers and the children



**Table A. Identified practices mapped to outcomes (where possible).**

Note: \* refers to practices in which further information about outcomes is limited in the full-text articles identified for this review

Practice name	Practice Description	Intended goal/outcome of practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Behaviour management training*	Using a behavioural approach, may include: <ul style="list-style-type: none"> <li>- Emphasising that parents providing children with support for positive or prosocial behaviour using concrete reinforcement strategies to help reverse negative patterns of interactions that children have been accustomed to</li> <li>- Assisting parents/carers with identifying origins of problems, responding to parenting challenges, and child's receptivity to praise or rewards</li> <li>- Viewing the parents' capacity for self-regulation as central</li> </ul>	Parents and carers are better able to anticipate events and thereby increase their ability to manage the child's behaviour.	x	x	x	x	x					x
Client homework	Home practice assignments: complete homework assignments or tasks at home relating to the parenting skills taught through the program, which are often reviewed at the next session by the practitioner.	strengthening family members' skills in communication, problem solving, and parenting; help parents implement behaviour management methods discussed and practiced in the groups <ul style="list-style-type: none"> <li>- Teach families the skills they need to prevent placement or successfully reunify with their children</li> <li>- help parents practice and think about the concepts learned in class</li> <li>- expand on practice times that occur with the clinician present</li> </ul>	x	x			x					







Practice name	Practice Description	Intended goal/outcome of practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
In the moment comments	most crucial aspect of the intervention is the parent coach's use of "In the Moment" comments that target the caregiver behaviors of nurturance, following the lead with delight, and non-frightening behaviors. These are used throughout the home visiting session while working with the parent.	caregiver is helped to override tendencies to respond "in kind" and to provide nurturance regardless; caregiver is helped to provide environment that helps child develop regulatory capabilities and to decrease behaviors that may be frightening or overwhelming to the child.	x	x		x						
In-home services*	specific services that are provided include therapy, parent education, crisis intervention, liaison with community agencies, referrals, and monetary assistance to cover basic needs	Limited information in full-text articles in this review										
Joining	During the co-parenting session, parent pairs have the opportunity to expand their knowledge of each other and their child, practice open communication, and negotiate inter-parental conflict regarding topics such as family visitation, dressing and grooming, family routines, and discipline. - Family systems strategies included joining, didactic lesson, reenactment, and restructuring (no further information available)	Limited information in full-text articles in this review										
Mindful emotion coaching	coaching for parents to emotionally engage with their adolescents	designed to proactively increase parents' capacity to understand and respond effectively to their child's emotions, and thereby, help their child to develop and improve emotional competence.		x		x						

Practice name	Practice Description	Intended goal/outcome of practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Modelling	Using behavioural education principles - Modelling positive behaviours (e.g., during interactive activities and while sharing a group meal) - allows parents to see good parenting and try it with their own children, under the supervision of the staff, before they begin practising at home during the transition to restoration	continuity of relationships, empower parents to change, providing opportunities to practice newly acquired skills, and providing frequent opportunities for participant self-evaluation - gives parents a learning experience they often missed out on in their own childhood										
Motivational interviewing	counselling approach - requires a caseworker to listen empathetically and build trust with the family before pushing for change - getting parents to recognize the potential benefits of participating in a home-based family support program;	encourage motivation to change and resolve ambivalence; increase motivation and intent to change; engage and motivate families					x			x		
Parent Daily Report	During the week the facilitator will check in with the parents or carers by phone and parents complete a "Parent Daily Report" (PDR): The PDR is a 31-item measure of behavior problems (e.g., arguing, complaining, back-talk). Caregivers were asked to recall the past 24-h and respond yes or no to whether the identified foster or kinship child displayed the behavior; which of the behaviors that occurred were stressful for them to deal with.	opportunity to report back on how the skills are working at home and engage in individual problem solving - trouble shoot problems the foster parent was having in implementing the assignment, and to collect data on the child's problem behaviors during the past day - allows program staff and foster parents to identify specific problems that are most commonly occurring and also which of those behaviors are most stressful so program staff can follow up with more intensive contact in order to support the family; critical for ongoing case planning	x						x			

Practice name	Practice Description	Intended goal/outcome of practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Parent-child interaction activity	<p>Interactive play between parents and children with developmental guidance from a therapist or workers; children and parents receive support before, during and after visits in an effort to maximize their intended effectiveness; involves child-parent interactions and child's free play with developmentally appropriate toys selected to elicit trauma play and foster social interaction</p> <ul style="list-style-type: none"> <li>- planned activities are determined prior to the visit to assist both the parent and child with internalizing new skills and more positive interaction patterns</li> <li>- Can occur during support group through or during visitation</li> <li>- can involve interactions that are observed by a therapist behind a 1-way mirror, communicates with parent via wireless device, parent applies skills related to following the child's lead</li> </ul>	<p>strengthen parent-child bond; home visits can be used to reinforce newly learned skills in the family's natural environment and to gather additional information for ongoing problem resolution strategies</p> <ul style="list-style-type: none"> <li>- help improve the parent/child bonds</li> <li>- develop play and trauma narratives, to help children express strong feelings and for parents to gain insight of the impact of their past attachment history on their parenting.</li> <li>- parents learn to interact with and respond to children's behavior appropriately; teach and reinforce positive communication, discipline, boundary setting and shared learning to strengthen the family</li> </ul>	x			x	x					x











Practice name	Practice Description	Intended goal/outcome of practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Visit coaching	<p>professional supervision of weekly visits (including support and coaching), follow-up contacts with birth and foster families, and the provision of other supportive services as needed to facilitate regular, frequent, and meaningful connections</p> <ul style="list-style-type: none"> <li>- active participation of the coach in supporting the parent throughout the visit, encouraging the parent to identify and meet the child's needs and providing opportunities to practice parenting techniques</li> <li>- mentors work with both the birth parents and foster parents to prepare them for the visits, including teaching them about realistic expectations and following the child's lead.</li> <li>- In some programs, foster parents may be present and receive instruction during preservice and other trainings. During initial visits, the mentor is in the room with both sets of parents and the child. Both the mentor and foster parents provide positive feedback and coaching about the birth parents' interactions with the children.</li> </ul>	<p>building supportive, respectful connections with birth parents that encompassed their needs and strengthened their capacity to provide nurturing, safe care of their child; bringing healing to the trauma of separation through visitation; encourage birth and foster families toward safe, comfortable, face-to-face connections, recognizing the value of shared nurturing to the child who is dependent on both families</p> <ul style="list-style-type: none"> <li>- supporting safe, productive and fun parenting time between parents and children</li> </ul>	x	x				x			x	x



Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
<p>Co-Parenting</p> <ul style="list-style-type: none"> <li>- Two-component intervention for birth and foster parent pairs. Intervention includes both a parenting and a co-parenting component.</li> <li>- the parenting component comprises four programs: play, praise and rewards, effective limit setting, and handling misbehavior.</li> <li>- The co-parenting component is offered to individual families (birth and foster parent pair, and target child) in a separate session</li> </ul>	<p>Videotaped vignettes Roleplaying Client homework Joining Didactic lesson Reenactment Restructuring</p>	x									
<p>“Cornerstone Advocacy” is a promising approach that involves intensive advocacy during the first 60 days of a child welfare case.</p>	<p>Visit coaching</p>										
<p>Eckerd Connects’ Brevard Supervised Family Visitation</p> <ul style="list-style-type: none"> <li>- model of supervised visitation, coaching, and mentoring services for dependent children and their families</li> </ul>	<p>Therapeutic contact</p>		x								x
<p>ENGAGE (Engagement, Needs assessment, Goal setting, Assessment of progress, Goal achievement, Ending work) model for achieving permanency within the policy structure</p> <ul style="list-style-type: none"> <li>- model identifies three domains that influence parental functioning: the parent's own developmental history and personal characteristics, the child's individual characteristics, and parental social connectedness to the environment.</li> <li>- based on the Belsky and Vondra theoretical model of determinants of parenting and the research literature on child neglect</li> </ul>	<p>Goal setting and feedback Direct instruction</p>							x	x		
<p>Families Together</p> <ul style="list-style-type: none"> <li>- Visitation takes place in the Children’s Museum when the Museum is open to the public.</li> </ul>	<p>Therapeutic contact</p>										
<p>Family Centred Treatment</p> <ul style="list-style-type: none"> <li>- designed to find simple, practical, and common sense solutions for families faced with disruption or dissolution of their family</li> <li>- Obtaining highly successful engagement rates</li> <li>- parents coached as a family system to use strengths and skills they have integrated into their family functioning in order to generalize responses that work well</li> </ul>	<p>Client homework Roleplaying</p>		x	x	x				x		
<p>Family Reunification Project</p> <ul style="list-style-type: none"> <li>- create a neutral setting for structured visits with biological parents, children in placement, and foster parents with structured activities</li> </ul>	<p>Parent-child interaction activity Feedback</p>	x									x

Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
<p>FamilyConnections' Reunity House</p> <ul style="list-style-type: none"> <li>- provides therapeutic supervised visitation for families whose goal is reunification. Families progress through the program within a 'Phase' system, which provides increased visitation time and increased autonomy. In addition to visitation services, group, individual, couples, and family therapy is provided to these same families. Aftercare provides in-home services to families to continue to support the family following reunification.</li> <li>- FamilyConnections' Reunity House, ideally set up as a business in a house located on a residential street</li> </ul>	Therapeutic contact	x	x	x					x		x
<p>Fostering Relationships: Washoe County, Nevada</p> <ul style="list-style-type: none"> <li>- adaptation of the Attachment and Biobehavioral Catch-Up for Visitation (ABC-V) intervention</li> </ul>	Visit coaching							x		x	x
<p>Functional Family Therapy</p> <ul style="list-style-type: none"> <li>- an intensive family intervention</li> <li>- treatment in terms of five processes: establishing engagement with the family, developing family motivation to change, clarifying typical sequences of interactions in the relations among family members, facilitating behavior change of individuals and change in the interactions of family members, and supporting the generalization of learned skills to a wider number of settings.</li> </ul>	Behaviour management training*	x	x					x			
<p>Homebuilders</p> <ul style="list-style-type: none"> <li>- home and community-based intensive family preservation and reunification treatment program</li> <li>- intensive inhome services provided by a practitioner who works with a caseload of approximately two families in order to provide the counseling, resource development, and practical support the families need.</li> <li>- Treatment in the natural setting: Almost all services take place in the client's home or the community where the problems are occurring and, ultimately, where they need to be resolved.</li> </ul>	Modelling Roleplaying Motivational interviewing Skill building* Client homework	x									
<p>Icebreaker meeting</p> <ul style="list-style-type: none"> <li>- play a crucial role in building the critical connection between birth parents and the foster parents who are caring for a child</li> <li>- stand-alone meeting developed by Family to Family, an innovative child welfare reform initiative developed and supported by the Annie E. Casey Foundation from 1992 through 2009.</li> </ul>	Icebreaker meetings	x								x	

Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Incredible Years - Manualised parenting skill development program with home visiting - Increases praise and use of non-violence discipline and decreases criticism, harsh discipline, negative commands	Behaviour management training*	x		x	x						
Intensive Family Preservation Services (IFPS) - Home-based model of intervention combining counselling, concrete services. Provides emotional and material support. (Homebuilders is one example of IFPS) - Family preservation to address issues that have brought in the child protection response. Draws on Family systems theory and strength-based approach	In-home services* Therapeutic contact		x						x		
Intensive Reunification Program - Predominantly a group based parent education and peer support with intensive home based visitation services - based on a behavioral paradigm that requires intensive time and skills of foster care staff - provide multiple opportunities for parents and their children to spend time together; where they are encouraged to engage and interact, challenges that may arise become live learning opportunities for change - staff actions combined with discussions of the situation become meaningful to the family because parents and children are able to see how conflicts can develop and how they can be resolved without resorting to violence or other defeating behavior	Modelling Goal setting and feedback Parent child interaction activity		x								
evidence-based parent education (for parents with disabilities in child welfare) Effective interventions for parents with intellectual disabilities are based primarily on universal design and behavioral education principles and are home-based, individualized and skill-focused	Universal design Task analysis Modelling Prompting Roleplaying Feedback	x									x



Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
<p>KEEP (keeping foster and kinship parents trained and supported) and KEEP SAFE</p> <ul style="list-style-type: none"> <li>- KEEP is based on social learning theory. KEEP is a less intensive version of MTFC that can be applied to any foster home setting</li> <li>- sessions include topics such as teaching new behaviors, using reward systems, setting limits and avoiding power struggles; give parents effective tools for dealing with their child's externalizing problems, trauma, and other behavioral and emotional problems and to support them in the implementation of those tools</li> <li>- there is an adaptation of the KEEP (Keeping Foster Parents Trained and Supported) group intervention that can be delivered at home too (not just group like KEEP is) mentioned in Leathers et al 2012 for adoption</li> </ul>	<p>Video feedback Roleplaying Client homework Parent Daily Report Goal setting and feedback</p>	x	x		x						x
<p>Mendocino County Family Services Center (MCFSC)</p> <p>Designed with inspiration from three theoretical frameworks: the Kubler-Ross model of death and dying; Maslow (1943) Hierarchy of Needs; Strengths Perspective</p> <ul style="list-style-type: none"> <li>- focus on developmental change for birth parent</li> </ul>	<p>Empowerment plan</p>	x	x	x							
<p>Motivational interviewing</p> <ul style="list-style-type: none"> <li>- can be used as part of Family Residential Family Treatment</li> <li>- motivational Interviewing as a counseling strategy for individual therapy sessions</li> </ul>	<p>Motivational interviewing</p>								x		
<p>Newpin program offers parents and children a holistic service</p> <ul style="list-style-type: none"> <li>- Newpin facilities create home-like environments where parents can spend contact time with their children, learn parenting skills and receive therapeutic care. The Newpin staff describe how they are 'parenting the parent'- filling in the gaps in the family's experience and creating a supportive place for them to practice parenting their children</li> </ul>	<p>Modelling</p>		x						x		
<p>Nova Model</p> <ul style="list-style-type: none"> <li>- The group-based foster parent pre-service training is combined with a home study process. Session content includes: 1) foster care program goals, and agency strengths and limits in achieving those goals; 2) foster parent roles and responsibilities; and 3) the impact of fostering on foster families, and on children and parents who need foster care services</li> </ul>	<p>Roleplaying Guided imagery</p>							x			

Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
<p>Nurturing Parent Program (NPP) is a family-centered intervention</p> <ul style="list-style-type: none"> <li>- designed specifically to employ psycho-educational and cognitive-behavioral approaches to help parents who have maltreated their children learn new parenting skills through enhancement of family relationships; conducted in a group setting</li> <li>- the use of alternatives to harsh and abusive disciplinary practices, an increased knowledge of developmentally-appropriate child expectations, and ultimately a reduction in maltreatment.</li> <li>- designed to enhance participants' caregiving capacity; when possible, the birth parent–child relationship as well as the foster parent–child relationship will be addressed through these interventions.</li> </ul>	Experiential exercises	x		x	x						x
<p>On the way home</p> <ul style="list-style-type: none"> <li>- provides reunification support to youths and their families for a period of 12 months after discharge from residential care with the primary goals of maintaining placement and school stability</li> </ul>	Client homework	x		x							x
<p>Parent-child interaction therapy (PCIT)</p> <ul style="list-style-type: none"> <li>- curriculum focuses on relationship enhancement as well as how parents discipline their children.</li> <li>- Parent training model based on social learning theory and attachment theory.</li> </ul>	Parent child interaction activity		x								
<p>Parent Management Training-Oregon (PMTO)</p> <ul style="list-style-type: none"> <li>- PMTO is a structured intervention aimed at enhancing effective parenting practices, especially in families encountering complex problems such as child emotional and behavioral disorders, parental mental health issues, poverty, and trauma. The intervention focuses on improving five core parenting practices: (1) appropriate discipline; (2) skill encouragement; (3) supervision and monitoring; (4) problem-solving; and (5) positive involvement</li> </ul>	Client homework Feedback	x			x						x
<p>Partners in Parenting.</p> <ul style="list-style-type: none"> <li>- used as part of Family Residential Family Treatment</li> <li>- A model for family foster care.</li> </ul>	Partner parenting										x
<p>Play and Learning Strategies II (PALS) for young children</p>	Video feedback	x									

Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Home visiting ( e.g. Promoting First Relationships) - family consultants help their clients become more effective parents by building nurturing and responsive relationships with their children. Promoting First Relationships is a curriculum based on attachment theory that provides consultation strategies for working with parents and other caregivers - strengths based approach	Video feedback		x		x						
Reach for Success - Success Coaches provide families with an array of supports including: in-home skill building, service coordination, crisis intervention and management (24/7 support) and advocacy	Goal setting and feedback Parent child interaction therapy								x		
Resource parenting partnership - resource families partner with the birth parents of the foster children in their homes. - When everyone on the team is working towards the same goal of preserving and rebuilding the family for the long-term welfare of the child, relationships are strengthened and permanency can be achieved more quickly.	Therapeutic contact Parent partnering							x		x	
Shared Family Foster Care - combines the benefits of in-home and out-of-home child welfare services. SFC has been used to prevent the separation of parents from their children, and to reunify families by providing a safe environment in which to bring together families and children who have been separated, and hence can be linked to permanency planning; also to promote more expedient decision-making by helping parents make the choice to terminate their parental rights; it provides stability for children while alternative permanency plans are being made.	Parent Partnering		x	x						x	
Strengthening Families	Behaviour management training*	x									x

Program information	Practices utilised in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
<p>Therapeutic Facilitated Visitation (TFV) The TFV program has multiple visitation rooms in order to meet the high demand for visitation services. Visitation rooms provide a safe, bright atmosphere, designed to resemble a comfortable, family room setting with a mini-kitchen set-up. This set up allows for practical skill building surrounding activities of daily living as well as a natural setting for parents to practice managing multiple tasks</p>	Therapeutic contact	x	x								x
<p>Treatment Foster Care Oregon (TFCO, formerly Multidimensional treatment foster care MTFC); Early Intervention Foster Care (EIFC) program, from Oregon Social Learning Center; adaptation of the Multidimensional Treatment Foster Care program. - based on social learning theory - Behavioral parent training and support for MTFC foster parents - Key program elements include: Close supervision, Fair and consistent boundaries, predictable consequences for behavior, supportive adult mentoring relationship(s), and reduced exposure to peers with similar behavior problems - emphasizes the use of concrete encouragement for pro-social behavior; consistent, non-abusive limit-setting to address disruptive behavior; and close supervision of the child.</p>	Behaviour management training* Parent Daily Report Feedback	x									
<p>Triple P-Positive Parenting Programme - multilevel, preventively oriented, parenting and family support strategy - Draws its programme content from several theoretical frameworks</p>	Behaviour management training*										x
<p>Tuning in to Teens (TINT) - Australian model for teaching parents the technique of mindful emotion coaching to engage with their adolescents - Families are encouraged to learn that using the TINT strategies even 30% of the time has an impact on a teen's emotional competence. The expectations of using TINT strategies are feasible and manageable; while it may not replace current parenting style, families who use TINT may see immediate impact and therefore, may use it more often as it continues to be successful.</p>	Mindful emotion coaching		x								

**Table C. Identified programs (with practices) mapped to level of evidence**

(Note: \* depicts level of evidence ascertained from secondary references)

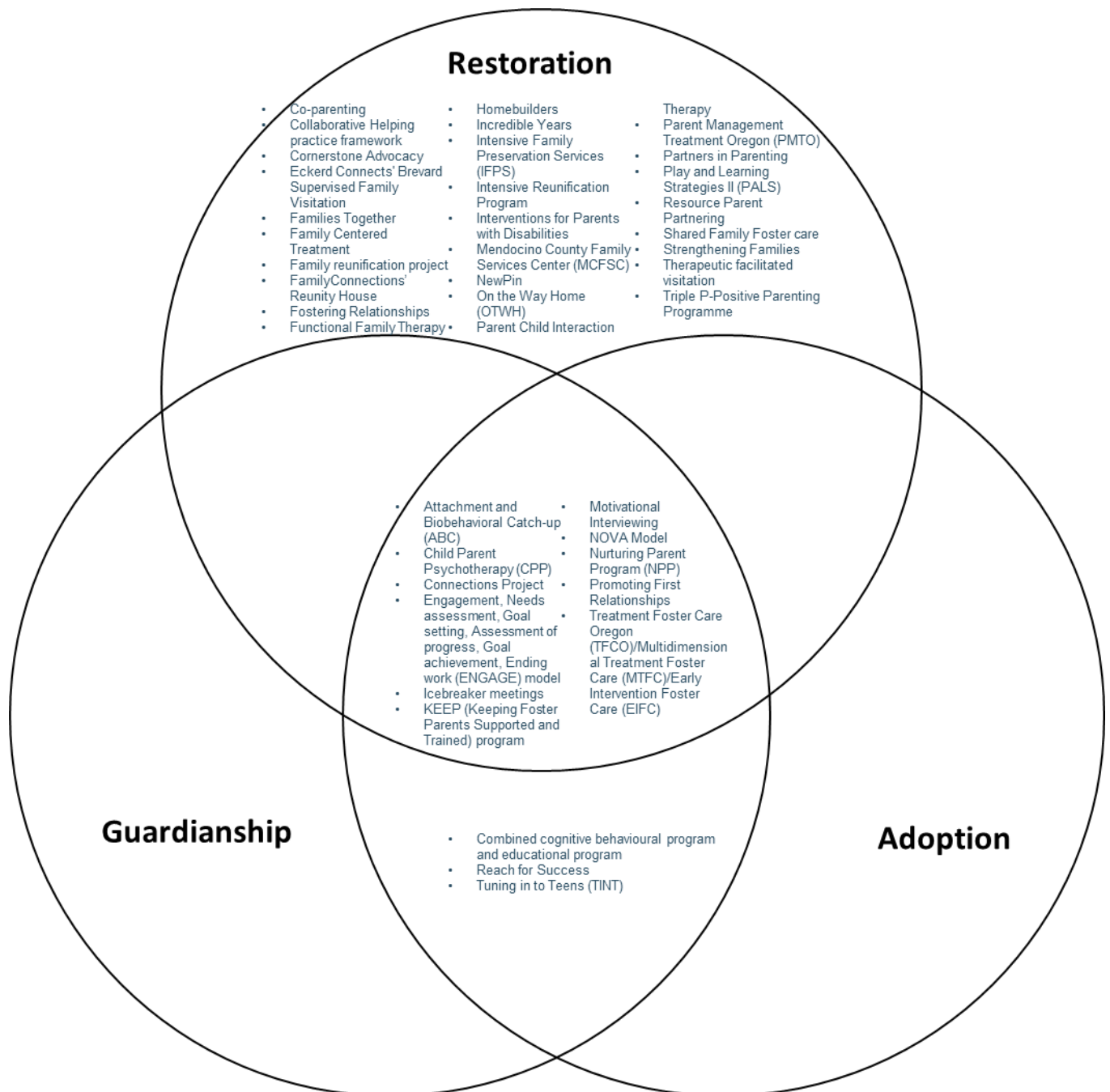
Program name	Practices utilised in program	Experimental	Quasi-experimental	Pre-post test	Descriptive
Attachment and Biobehavioral Catch-up (ABC)	In the moment comments	X			
Child Parent Psychotherapy (CPP)	Parent-child interactive activity		X		X
Collaborative Helping practice framework	Collaborative helping map				X
Combined cognitive behavioural program and educational program	Behaviour management training*	X			
Connections Project	Visit coaching				X
Co-parenting	Videotaped vignettes Roleplaying Client homework Joining Didactic lesson Reenactment Restructuring		*		
Cornerstone Advocacy	Visit coaching				*
Eckerd Connects' Brevard Supervised Family Visitation	Therapeutic contact				*
Engagement, Needs assessment, Goal setting, Assessment of progress, Goal achievement, Ending work (ENGAGE) model	Goal setting and feedback Direct instruction				X
Families Together	Therapeutic contact				*
Family Centered Treatment	Client homework Roleplaying			*	
Family reunification project	Parent-child interaction activity Feedback				*
FamilyConnections' Reunity House	Therapeutic contact				*
Fostering Relationships	Visit coaching				*
Functional Family Therapy	Behaviour management training*	*			
Homebuilders	Modelling Roleplaying Motivational interviewing Skill building* Client homework	*			*
Icebreaker meetings	Icebreaker meetings				X
Incredible Years	Behaviour management training*	*	*		

Program name	Practices utilised in program	Experimental	Quasi-experimental	Pre-post test	Descriptive
Intensive Family Preservation Services (IFPS)	In-home services* Therapeutic contact		*		*
Intensive Reunification Program	Modelling Goal setting and feedback Parent child interaction activity		X		
Interventions for Parents with Disabilities	Universal design Task analysis Modelling Prompting Roleplaying Feedback				*
KEEP (Keeping Foster Parents Supported and Trained) program	Video feedback Roleplaying Client homework Parent Daily Report Goal setting and feedback	*	X	X	*
Mendocino County Family Services Center (MCFSC)	Empowerment plan				X
Motivational Interviewing	Motivational interviewing				X
NewPin	Modelling				X
NOVA Model	Roleplaying Guided imagery				*
Nurturing Parent Program (NPP)	Experiential exercises				X
On the Way Home (OTWH)	Client homework	*			
Parent Child Interaction Therapy	Parent child interaction activity		*		X
Parent Management Treatment Oregon (PMTO)	Client homework Feedback	X	*		
Partners in Parenting	Partner parenting				X
Play and Learning Strategies II (PALS)	Video feedback		*		
Promoting First Relationships	Video feedback	X			
Reach for Success	Goal setting and feedback Parent child interaction therapy				X
Resource Parent Partnering	Therapeutic contact Parent partnering				X
Shared Family Foster care	Parent Partnering				*
Strengthening Families	Behaviour management training*		*		
Therapeutic facilitated visitation	Therapeutic contact				*

<b>Program name</b>	<b>Practices utilised in program</b>	<b>Experimental</b>	<b>Quasi-experimental</b>	<b>Pre-post test</b>	<b>Descriptive</b>
Treatment Foster Care Oregon (TFCO)/Multidimensional Treatment Foster Care (MTFC)/Early Intervention Foster Care (EIFC)	Behaviour management training* Parent Daily Report Feedback	X	*		*
Triple P-Positive Parenting Programme	Behaviour management training*		*		
Tuning in to Teens (TINT)	Mindful emotion coaching				X

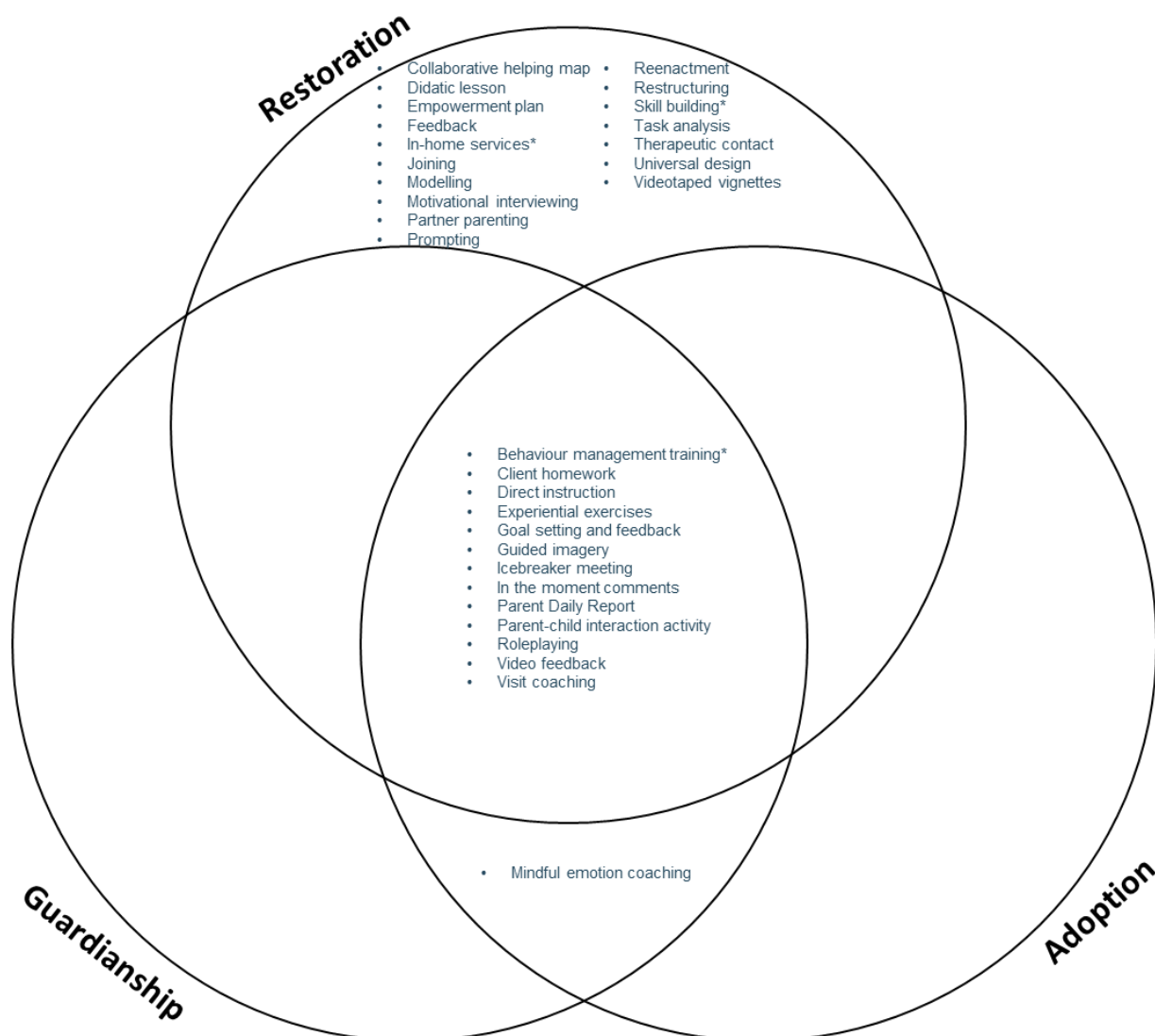
## Programs and practices across the permanency types

**Figure 2. Program across permanency types**





**Figure 3. Practices across permanency types**



## References

- Akin, B. A., & McDonald, T. P. (2018). Parenting intervention effects on reunification: A randomized trial of PMTO in foster care. *Child Abuse & Neglect*, 83, 94-105.
- Berry, M., McCauley, K., & Lansing, T. (2007). Permanency through group work: A pilot intensive reunification program. *Child and Adolescent Social Work Journal*, 24(5), 477-493.
- Biehle, K., & Goodman, D. (2012). *Icebreaker meetings: A tool for building relationships between birth and foster Parents*. Maryland: The Annie E. Casey Foundation. Retrieved from <https://www.aecf.org/resources/icebreaker-meetings/>
- Biglan, A. (2014). *A comprehensive framework for nurturing and the well-being of children and adolescents*. Integrating Safety, Permanency and Well-Being Series. Oregon: Children's Bureau, Department of Health and Human Services. Retrieved from [https://www.acf.hhs.gov/sites/default/files/cb/wp1\\_comprehensive\\_framework.pdf](https://www.acf.hhs.gov/sites/default/files/cb/wp1_comprehensive_framework.pdf)
- California Evidence-based Clearinghouse for Child Welfare (2012). *Eckerd Connects' Brevard Supervised Family Visitation*. Retrieved from <https://www.cebc4cw.org/program/eckerd-family-visitation-services/>
- California Evidence-based Clearinghouse for Child Welfare (2007). *Families Together*. Retrieved from <https://www.cebc4cw.org/program/families-together/>
- California Evidence-based Clearinghouse for Child Welfare (2013). *Family Centered Treatment (FCT)*. Retrieved from <http://www.cebc4cw.org/program/family-centered-treatment/>
- California Evidence-based Clearinghouse for Child Welfare (2018). *Family Connections' Reunity House*. Retrieved from <http://www.cebc4cw.org/program/familyconnections-reunity-house/>
- California Evidence-based Clearinghouse for Child Welfare (2006). *Homebuilders*. Retrieved from <http://www.cebc4cw.org/program/homebuilders/>
- California Evidence-based Clearinghouse for Child Welfare (2007). *KEEP (Keeping Foster and Kin Parents Supported and Trained)*. Retrieved from <https://www.cebc4cw.org/program/keeping-foster-and-kin-parents-supported-and-trained/>
- California Evidence-based Clearinghouse for Child Welfare (2017). *KEEP SAFE Placement Stabilization Programs*. Retrieved from <http://www.cebc4cw.org/program/keep-safe-placement-stabilization-programs/>
- California Evidence-based Clearinghouse for Child Welfare (2018). *On the Way Home (OTWH)*. Retrieved from <http://www.cebc4cw.org/program/on-the-way-home-otwh/>
- California Evidence-based Clearinghouse for Child Welfare (2016). *Therapeutic Facilitated Visitation (TFV)*. Retrieved from <http://www.cebc4cw.org/program/therapeutic-facilitated-visitation-tfv/>
- California Evidence-based Clearinghouse for Child Welfare (2007). *Treatment Foster Care Oregon - Adolescents (TFCO-A)*. Retrieved from <http://www.cebc4cw.org/program/treatment-foster-care-oregon-adolescents/>
- California Evidence-based Clearinghouse for Child Welfare (2007). *Treatment Foster Care Oregon - Preschoolers (TFCO-P)*. Retrieved from <http://www.cebc4cw.org/program/treatment-foster-care-oregon-for-preschoolers/>

- Carnochan, S., Lee, C., & Austin, M. J. (2013a). Achieving exits to permanency for children in long term care. *Journal of Evidence-based Social Work, 10*(3), 220-234.
- Carnochan, S., Rizik-Baer, D., & Austin, M. J. (2013b). Preventing re-entry to foster care. *Journal of Evidence-Based Social Work, 10*(3), 196-209.
- Center for Advanced Studies in Child Welfare. (2013). *The intersection of child welfare and disability: Focus on parents*. Minnesota: School of Social Work, University of Minnesota. Retrieved from <https://cascw.umn.edu/portfolio-items/fall-2013-cw360/>
- Child Welfare Information Gateway. (2016). *Family engagement: Partnering with families to improve child welfare outcomes*. Retrieved from <https://www.childwelfare.gov/pubs/f-fam-engagement/>
- Child Welfare Information Gateway. (2017). *Supporting Successful Reunifications*. Retrieved from <https://www.childwelfare.gov/pubs/supporting-reunification/>
- Chinitz, S., Guzman, H., Amstutz, E., Kohchi, J., & Alkon, M. (2017). Improving outcomes for babies and toddlers in child welfare: A model for infant mental health intervention and collaboration. *Child Abuse & Neglect, 70*, 190-198.
- Cohen, J., & Cortese, M. (2009). Cornerstone Advocacy in the first 60 days: Achieving safe and lasting reunification for families. *In Practice, 28*(3), 37-44.
- Curtis, C., Vanstone, C., Weinstein, L., & Fraser, L. (2016). *Generation by Generation: Pragmatic approaches to reducing intergenerational cycles of reliance on child protection services*. Adelaide: Australian Centre for Social Innovation. Retrieved from <https://www.tacsi.org.au/wp-content/uploads/2018/08/Generation-by-Generation-Report-Public.pdf>
- Fisher, P. A., Burraston, B., & Pears, K. (2005). The early intervention foster care program: Permanent placement outcomes from a randomized trial. *Child Maltreatment, 10*(1), 61-71.
- Fisher, P. A., & Gilliam, K. S. (2012). Multidimensional treatment foster care: An alternative to residential treatment for high risk children and adolescents. *Intervencion Psicosocial, 21*(2), 195-203.
- Frame, L., Conley, A., & Berrick, J. D. (2006). "The real work is what they do together"\*: Peer support and birth parent change. *Families in Society, 87*(4), 509-520.
- Gerring, C. E., Kemp, S. P., & Marcenko, M. O. (2008). The Connections Project: A relational approach to engaging birth parents in visitation. *Child Welfare, 87*(6), 5-30.
- Goldhaber-Fiebert, J. D., Bailey, S. L., Hurlburt, M. S., Zhang, J., Snowden, L. R., Wulczyn, F., ... & Horwitz, S. M. (2012). Evaluating child welfare policies with decision-analytic simulation models. *Administration and Policy in Mental Health and Mental Health Services Research, 39*(6), 466-477.
- Greeno, E. J., Lee, B. R., Uretsky, M. C., Moore, J. E., Barth, R. P., & Shaw, T. V. (2016a). Effects of a foster parent training intervention on child behavior, caregiver stress, and parenting style. *Journal of Child and Family Studies, 25*(6), 1991-2000.
- Greeno, E. J., Uretsky, M. C., Lee, B. R., Moore, J. E., Barth, R. P., & Shaw, T. V. (2016b). Replication of the KEEP foster and kinship parent training program for youth with externalizing behaviors. *Children and Youth Services Review, 61*, 75-82.
- Hammond, G. C., & McGlone, A. (2013). Residential family treatment for parents with substance use disorders who are involved with child welfare: two perspectives on program design, collaboration, and sustainability. *Child Welfare, 92*(6), 131-150.

- Kimberlin, S. E., Anthony, E. K., & Austin, M. J. (2009). Re-entering foster care: Trends, evidence, and implications. *Children and Youth Services Review*, 31(4), 471-481.
- Iowa Foster and Adoptive Parents Association. (n.d.). Resource Parents partnering with birth parents to benefit children. Retrieved from [http://www.ifapa.org/pdf\\_docs/ResourceParentsPartneringWithBirthParents.pdf](http://www.ifapa.org/pdf_docs/ResourceParentsPartneringWithBirthParents.pdf)
- Leathers, S. J., Spielfogel, J. E., Gleeson, J. P., & Rolock, N. (2012). Behavior problems, foster home integration, and evidence-based behavioral interventions: What predicts adoption of foster children? *Children and Youth Services Review*, 34(5), 891-899.
- Oranga Tamariki Ministry for Children. (2018). *Service Specifications: Treatment Foster Care Oregon*. Retrieved from <https://www.orangatamariki.govt.nz/assets/Uploads/Service-Specifications/Treatment-Foster-Care-Oregon.pdf>
- Petras, D. D., Massat, C. R., & Essex, E. L. (2002). Overcoming hopelessness and social isolation: the ENGAGE model for working with neglecting families toward permanence. *Child Welfare*, 81(2), 225-248.
- Piescher, K.N., Armendariz, K., & LaLiberte, T. (2008). *Involving foster parents in permanency planning for adolescents in treatment foster care: Evidence-based practices*. Minnesota: Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota School of Social Work. Retrieved from <https://cascw.umn.edu/portfolio-items/involving-foster-parents-permanency-tfc-pub/>
- Quality Improvement Center for Adoption & Guardianship Support and Preservation. (n.d.). *Catawba County: Reach for Success*. Retrieved from <https://qic-ag.org/nc-site/>
- Quality Improvement Center for Adoption & Guardianship Support and Preservation. (n.d.). *New Jersey: Tuning in to Teens*. Retrieved from <https://qic-ag.org/nj-site/>
- Rolock, N., Snyder, S. M., & Tate, C. (2015). Formative evaluation: A case study of the Illinois Birth-to-Three IV-E Waiver. *Journal of Evidence-informed Social Work*, 12(5), 488-499.
- Root, E.A., & Madsen, W.C. (2013). Imagine: Bringing vision into child protective services. *Journal of Systemic Therapies*, 32(3), 74-88.
- Shea, K., & Graham, M. (2018). *Early Childhood Courts: The opportunity to respond to children and families affected by the opioid crisis*. Florida: Zero to Three. Retrieved from <https://eric.ed.gov/?id=EJ1179529>
- Shlonsky, A., Kertesz, M., Macvean, M., Petrovic, Z., Devine, B., Falkiner, J., D'Esposito, F., & Mildon, R. (2013). *Evidence review: Analysis of the evidence for out-of-home care*. Melbourne: Parenting Research Centre. Retrieved from <https://www.parentingrc.org.au/publications/review-of-evidence-for-out-of-home-care-interventions/>
- Spieker, S. J., Oxford, M. L., & Fleming, C. B. (2014). Permanency outcomes for toddlers in child welfare two years after a randomized trial of a parenting intervention. *Children and Youth Services Review*, 44, 201-206.